

MOULTRIE MIDDLE

645 Coleman Blvd.
Mt. Pleasant, SC 29464

GRADES 6-8 Middle School

ENROLLMENT 815 Students

PRINCIPAL Patricia B. Yandle 843-849-2819

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

4

3

0

0

0

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

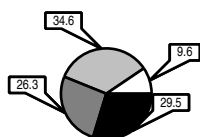
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

91.9%

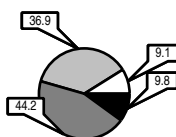
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

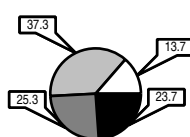


Mathematics

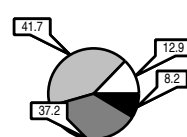
Middle Schools with Students like Ours



English/Language Arts







Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	810	98.8	8.2	37.6	44.4	9.8	65.4	Yes	Yes
Gender									
Male	432	98.2	10.6	39.6	42.8	7.1	61.7		
Female	378	99.5	5.6	35.4	46.2	12.8	69.6		
Racial/Ethnic Group									
White	654	98.9	5.6	32.6	50.1	11.7	73.2	Yes	Yes
African-American	136	97.8	21.4	64.3	14.3	0.0	24.6	Yes	Yes
Asian/Pacific Islander	12	100.0	0.0	18.2	63.6	18.2	90.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	706	99.9	4.8	36.0	48.1	11.1	70.4		
Disabled	104	91.4	33.3	49.5	17.2	0.0	29.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	810	98.8	8.2	37.6	44.4	9.8	65.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	805	98.8	8.1	37.8	44.3	9.7	65.3		
Socio-Economic Status									
Subsidized meals	138	97.8	18.6	65.9	15.5	0.0	28.7	Yes	Yes
Full-pay meals	670	99.0	6.1	31.9	50.2	11.8	72.8		

Mathematics - State Performance Objective = 15.5%									
All Students	810	98.5	9.0	34.9	26.4	29.7	68.6	Yes	Yes
Gender									
Male	432	98.2	9.1	32.4	27.5	31.0	70.5		
Female	378	98.9	8.9	37.7	25.1	28.2	66.5		
Racial/Ethnic Group									
White	654	98.9	5.0	31.4	29.5	34.1	76.4	Yes	Yes
African American	136	96.3	29.0	52.4	12.9	5.6	29.0	Yes	Yes
Asian/Pacific Islander	12	100.0	9.1	18.2	9.1	63.6	90.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	706	99.7	5.5	33.6	27.8	33.1	73.6		
Disabled	104	90.4	34.8	44.6	16.3	4.3	32.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	810	98.5	9.0	34.9	26.4	29.7	68.6		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	805	98.5	8.9	35.0	26.6	29.5	68.6		
Socio-Economic Status									
Subsidized meals	138	96.4	25.2	52.8	15.7	6.3	30.7	Yes	Yes
Full-pay meals	670	99.0	5.8	31.3	28.5	34.3	76.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	235	100.0	18.9	36.1	33.0	11.9	44.9
	Grade 7	283	100.0	11.3	48.0	37.8	2.9	40.7
	Grade 8	283	100.0	14.9	51.8	29.7	3.6	33.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	242	100.0	7.1	27.4	51.0	14.5	65.6
	Grade 7	269	100.0	10.6	45.6	39.9	3.8	43.7
	Grade 8	299	99.7	7.3	40.6	40.9	11.2	52.1

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	235	100.0	10.6	29.1	23.8	36.6	60.4
	Grade 7	283	99.6	11.6	33.5	24.0	30.9	54.9
	Grade 8	283	100.0	14.2	43.6	24.7	17.5	42.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	242	100.0	5.4	24.1	27.4	43.2	70.5
	Grade 7	269	98.9	11.9	36.5	21.5	30.0	51.5
	Grade 8	299	99.7	10.5	44.3	28.6	16.7	45.3

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 815)				
Students enrolled in high school credit courses (grades 7 & 8)	43.0%	Down from 84.8%	29.3%	14.6%
Retention rate	1.1%	N/A	1.3%	3.0%
Attendance rate	96.1%	Up from 96.0%	97.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.4%		1.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%		1.6%	5.3%
Eligible for gifted and talented	47.8%	Up from 43.4%	37.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Down from 13.0%	10.5%	13.9%
Older than usual for grade	2.2%	Down from 23.3%	1.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	57.7%	Up from 56.0%	52.2%	48.7%
Continuing contract teachers	80.8%	Down from 84.0%	85.0%	81.7%
Highly qualified teachers**	91.4%	N/A	90.6%	90.4%
Teachers with emergency or provisional certificates	2.4%		3.1%	5.3%
Teachers returning from previous year	89.5%	Down from 89.6%	87.9%	85.1%
Teacher attendance rate	96.1%	Up from 95.4%	95.7%	94.8%
Average teacher salary	\$40,160	Up 1.3%	\$40,944	\$40,566
Prof. development days/teacher	14.2 days	Up from 12.9 days	12.2 days	11.0 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	3.3
Student-teacher ratio in core subjects	24.4 to 1	Down from 24.5 to 1	24.6 to 1	21.3 to 1
Prime instructional time	90.1%	Up from 89.4%	91.4%	89.3%
Dollars spent per pupil*	\$5,205	Up 12.3%	\$4,920	\$5,821
Percent of expenditures for teacher salaries*	66.1%	Down from 66.2%	62.8%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	86.2%	Down from 91.0%	97.2%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	88.1%		92.0%	
Highly qualified teachers in high poverty schools**	87.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Moultrie Middle School has focused on a number of new initiatives this year. In an effort to improve the English Language Arts achievement of our students, DEAR (Drop Everything and Read) was held daily for all students and staff in our building. The PTA purchased a large number of combination dictionary/thesaurus reference books for each classroom. In addition, we utilized \$4,000.00 of ACT 135 funds to purchase new books for our media center. Another one of our goals was the expansion of opportunities for our students who were struggling academically. To address this goal, Moultrie teachers implemented Saturday Scholars, Reading Workshop, individual tutoring, and PLATO workshop for targeted students.

A school-wide comprehensive Character Education program educated students regarding good character traits and how to demonstrate them in daily living. Additionally, students were recognized for displaying attributes of good character in the school setting. A mentor program was established that paired interested school personnel with identified students. The Student Assistance Team was created to explore options to assist students who were not meeting with success in school.

Moultrie faculty members were involved in professional development throughout the school year, including two days in the summer on Principles of Learning and Six Big Ideas. We began the year with a session entitled Building Learning Communities, which taught strategies to ensure that all students feel valued and a part of the Moultrie community. All faculty members read a number of professional books and journal articles throughout the year. In addition, 28 faculty members attended the SC Middle School Association Conference in March. Together we studied How the Brain Learns by David Sousa, which was followed by an inservice about brain research and its implications for classroom instruction.

As a professional learning community, we studied our PACT scores, school climate surveys, suspension/expulsion data, attendance data, and the results of our Curriculum Calibration study. Together with our School Improvement Council (SIC), we considered all of this information in preparation for the 2004-05 school year. We are confident that the initiatives put in place this year were successful in improving our students' academic achievement. Your SIC Chairperson and principal look forward to the goals that have been established for next year and invite all members of the Moultrie community to be an integral part of our quest for excellence!

Respectfully,
Patricia B. Yandle, Principal
Mrs. Kate Darby, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	262	201
Percent satisfied with learning environment	97.4%	79.8%	91.4%
Percent satisfied with social and physical environment	100.0%	80.9%	88.3%
Percent satisfied with home-school relations	97.4%	86.3%	74.1%

*Only students at the highest middle school grade level at this school and their parents were included.